

User Guide

CD ROM Version

The U.S. Office of Personnel Management
Employment Services
Personnel Resources and Development Center

HUMAN RESOURCE MANAGER

User's Guide

This is a guide to be used with the *Human Resources Manager* software that is available to Colorado agencies through the Colorado Department of Personnel and Administration, Division of Human Resources.

The *Human Resource Manager* is an extensive computerized database of tasks and competencies required by various occupations. It is a tool to help both line managers and human resource professionals develop competency-based products such as job descriptions, structured interviews, and performance and training plans. It supports and is a common denominator linking human resource functions, including job evaluation, selection, performance management, and training. It can be used to develop human resource products more efficiently and effectively; employees can be hired, trained, and evaluated based on those competencies important for success in their jobs.

The U.S. Office of Personnel Management (OPM) and a consortium of federal, state and local organizations, which included the State of Colorado, developed the *HR Manager* software. Although its data is based on positions in the US Federal Merit System, corresponding state positions have been identified. State of Colorado employees served on the crosswalk team that determined which federal positions matched which state positions. All members of the crosswalk team were certified employees trained in Colorado's job evaluation system and were trained in *HR Manager* by OPM personnel. (See Appendix B for cross walk.)

Comments, questions or requests for the *HR Manager* software or training should be addressed to Workforce and Staffing Consultants, Division of Human Resources, 1313 Sherman, Room 119, Denver CO 80203, (303) 866-3474.

HR Manager Agreement

The U.S. Office of Personnel management (OPM) grants the purchaser the right to use this computer software and guide under the following terms:

You may not use, copy transfer or distribute the Human Resource Manager beyond the organization, sites and population cited in your contract agreement.

Table of Contents

Introduction

Overview

Welcome to the *Human Resource Manager (HR Manager)*!

The *HR Manager* is an automated system that provides occupational information and model human resource products. The products are based on government wide occupational analysis surveys and input from agency focus groups. These model products can be customized to meet your needs by using agency-specific data, the crosswalk (Appendix B) or subject matter expert input.

Hardware Requirements

Computer:	IBM compatible 486 or higher.
Software:	An installed version of Microsoft <i>Windows</i> version 3.1 or higher.
Disk Drives	The <i>HR Manager</i> can be installed on a hard drive with at least 60 megabytes of available space.
RAM:	At least 16 MB recommended.
Display	VGA If text on screens is cut off, you may need to modify your screen resolution. For example, on some systems with <i>Windows 95</i> , large fonts may be better for viewing <i>HR Manager</i> displays.
Mouse	Required.

If You Are a New Windows User

If you are a new *Windows* user, there are a few standard *Windows* terms and actions you will need to know.

Using the Mouse

- ✓ A click is a single press of the left mouse button.
- ✓ A double-click is two clicks of the left mouse button in rapid succession.
- ✓ Sometimes an hourglass may appear after you click on a button. This means the computer is working and you must wait until the hourglass disappears before continuing.

The Appearance of the Screen

- ✓ The term 'windows' is used to describe boxes on the screen. Only one window (box) is active at a time.
- ✓ The active window is the window in which you are currently working. It has a highlighted border and title bar.
- ✓ You can 'activate' a window by clicking in that window.

Installation

HR manger can be installed from CD-ROM to your personal computer using the Program manager in Windows.

- ✓ Click 'File' from the Program Manager menu.
- ✓ Click on 'Run.'
- ✓ In the 'Command Line' box, type: 'd\setup'.
- ✓ Click 'OK.'
- ✓ SETUP will lead you through the installation process.

Getting Help


Anytime you need help while using *HR Manager*, click on the 'Help' button available on each screen. The 'Help' window will explain the toolbars and provide helpful information about the display you are viewing.

Make your selection by clicking the arrow on the right side of each box and then clicking on your selection.

Once you have made all your selections, click 'OK' to continue.

The occupational profile displays the list of critical tasks and competencies for the occupation you selected. For the Clerical/Technical and Professional/Administrative occupations, the critical competencies are those that are important and are required at entry into the occupation. Managerial profiles include all competencies that are important for the position.


Toolbar Buttons:

 Change Occupation

Select another occupation.

 Help

Obtain additional information.

 Save/Edit

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.

 Back

Return to the *Job Design* menu.

Click 'Back' to return to previous window to continue.

Build Clerical Position

This option displays the list of the 170 clerical tasks in the database. For a complete listing of these tasks see Appendix C. Choose the critical tasks you need an employee to perform in the position you are designing and *HR Manager* will match the tasks you selected with occupations that include those tasks.

Select the tasks you want to include in the job you are designing by clicking on the tasks. An 'X' will appear in the column to the left of the task. To clear or unmark a single task, click on it a second time. Once you have clicked on all tasks for your *designed* job, you may

select any of the choices from the toolbar buttons at the top of the window.

Toolbar Buttons:

Related competencies

View the competencies that are linked to tasks.

Match

Once you have selected the tasks for the position, click the 'Match' button. *HR Manager* will match the tasks you selected with occupations that include those tasks.

Clear Marks

Clear marks from all previously selected tasks.

Help

Obtain additional information.

Save/Edit

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.

Helpful Hint: *The Save/Edit button allows you to save or edit the entire task list, not just the tasks you have selected. You may want to print out the task list and note which tasks you selected before running the match.*



Preview and print the screen.

Back

Return to the *Job Design* menu.

After clicking the 'Match' button, the screen will display the occupational titles that most closely match the position you designed. Occupations with data for entry and/or full performance levels are included in the match.

Two columns of percentages are displayed. The first column, 'Percent Task Overlap,' shows the percentage of tasks that you selected that appear in the *target* of

occupational titles.

The second column 'Percent Job's Tasks,' shows the percentage of tasks in the *target* occupational titles that are covered by the job you designed. In other words, this column indicates how much of each target job is covered by the tasks you selected.

'Percent Task Overlap' displays the matched occupations in descending order. A cutoff of 40% is used, meaning that an occupation is not displayed unless at least 40% of the tasks in your *designed* job are included in the *target* occupational title.

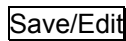
When the percentages are high in both columns, the jobs are closely matched.

The following toolbar buttons are displayed at the top of the window.

Toolbar Buttons:

 Profile

View the occupational profile.

 Save/Edit

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using windows Notepad.

 Help

Obtain additional information.



Preview and print the screen.

 Back

Return to *Job Design* window.

To get a clearer picture of the occupations *HR Manager* has matched with your selected tasks, click on an occupational title so that it is highlighted and then click the 'Profile' button. This will display the occupational profile, which contains the critical tasks and competencies for that occupation.

Build Professional Position

The procedures are the same as for *Build Clerical Position*. The match function includes occupations with

Recruitment and Selection

data for entry, intermediate, and/or full performance levels. The Professional/Administrative database

contains 317 tasks, which are shown in Appendix C.

Build Managerial Position

The procedures are the same as for *Build Clerical Position*. The match function includes the three managerial occupations. The Managerial database contains 151 tasks, which are shown in Appendix C.

Helpful Hints

The tasks you select should be most critical for the job you are creating. If the profiles of the jobs you obtain after the match do not fit your needs, try altering the number of tasks you selected.

Not all jobs resulting from the match will be appropriate. Looking at the profiles will help you decide which jobs are an appropriate match to the job you are trying to design.

Close the *Job Design* window to return to *Create Human Resource Products* menu.


This option allows you to view critical competencies and competency-based benchmarks and questions.

Click the button labeled *Recruitment and Selection*.

Select an occupational group (Clerical and Technical, Professional and Administrative, or Supervisory, Managerial, and Executive). Then, select an occupation using title or job series. Select the career ladder in which you are interested.

Make selections by clicking the arrow on the right of each box and then clicking on your selection. Once you have made all your selections, click 'OK' to continue.

You are presented with the list of all competencies for the occupational group you selected. The critical competencies for the occupation you selected are marked with an 'X' in the left column.

	<p>The <i>critical</i> competencies are listed in descending order of importance.</p> <p>Mark additional competencies by clicking in the left column. To shorten your list of competencies, click on the 'X' for those you wish to unmark.</p> <div> <div> <p><i>Helpful Hints</i></p> <p>All competencies are presented so that an appropriate selection or promotion system can be established; however, if you add a competency to the list of critical competencies for a given occupation, you will need to have the necessary documentation to support that decision.</p> </div> <div> <p>Benchmarks (behavioral indicators) and competency-based questions are available to assist you in your recruitment and selection processes. The competencies with asterisks in the Benchmarks column have both benchmarks and questions that can be viewed by clicking on the 'Benchmarks' or 'Questions' button from the toolbar menu at the top of the window.</p> <p>Toolbar Buttons:</p> <div> <div>Change Occupation</div> <div>Select another occupation.</div> </div> <div> <div>Clear Marks</div> <div>Clear the marks from critical competencies.</div> </div> <div> <div>Questions</div> <div>View the competency-based questions for selected competencies.</div> </div> <div> <div>Benchmarks</div> <div>View the competency-based benchmarks for selected competencies.</div> </div> <div> <div>Save/Edit</div> <div>Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.</div> </div> <div> <div></div> <div>Preview and print the screen.</div> </div> </div> </div>
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[Help](#)

Obtain additional information.

[Back](#)

Return to *Create Human Resource Products* menu.

Benchmarks

Benchmarks are behavioral indicators associated with each competency. Benchmarks provide descriptions and examples of proficiency by level (1 is the lowest and 5 is the highest) for competencies. They can be used to assess the degree to which a person possesses a competency. They can be used in establishing selection criteria, performance evaluation criteria, and training and development measures.

Helpful Hints

While the competencies with benchmarks are amenable to measurement by observation or interviews, these and the other competencies may also be measurable by alternate techniques, such as paper and pencil tests or assessment centers.

Helpful Hints

Not all the proficiency levels for the competencies will be appropriate for all jobs at all grade levels. For example, Levels 1 to 3 may be appropriate for evaluating an individual applying for an entry level position and levels 3 to 5 may be appropriate for evaluating an individual applying for a full performance level position.

Questions

Questions are provided that can be used to assess a job candidate's competency level. These questions may be included, for example, in a structured interview or as part of a vacancy announcement.

Helpful Hints

Questions can be tailored to your specific needs. Tailor questions in a manner that will allow you to use the benchmarks to assess competency level. New questions can be developed using the competency definition and benchmarks.

When viewing Questions, the following toolbar buttons are available:

First Competency

View questions, beginning with the first competency.

Previous Competency

View questions for the previous competency.

Next Competency

View questions for the next competency.

Save/Edit

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.

Close

Return to previous window.

When viewing Benchmarks, the following toolbar buttons are available:

Save/Edit

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.

Previous Benchmark

View benchmarks for the previous competency.

Next Benchmark

View benchmarks for the next competency.

Help

Obtain additional information.

Close

Return to previous window.

Performance Evaluation

Click 'Back' to return to *Create Human Resource Products* menu.

This option allows you to view the critical competencies and associated benchmarks.

Click the button labeled *Performance Evaluation*.

Select an occupational group (Clerical and Technical, Professional and Administrative, or Supervisory, Managerial, and Executive). Then, select an occupation using title or job series. Select the career ladder in which you are interested.

Make selections by clicking the arrow on the right side of each box and then clicking on your selection. Once you have made your selections, click 'OK' to continue.

You are presented with the list of all competencies for the occupational group you selected. The critical competencies for the occupation you selected are marked with an 'X' in the left column. They are listed in descending order of importance.

Benchmarks (behavioral indicators) are available to assist you in performance evaluation. The competencies with asterisks in the Benchmarks column have benchmarks that can be viewed by clicking on the 'Benchmarks' button.

Mark additional competencies by clicking in the left column. To shorten your list of competencies, click on the 'X' for those you wish to unmark.

The following toolbar buttons are listed at the top of the window:

Toolbar Buttons:

Select another occupation.

Clear marks from critical competencies.

View the competency-based benchmark for selected competencies.

Save/Edit

Click the Save/Edit button. You will see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.

Help

Obtain additional information.

Back

Return to *Create Human Resource Products* menu.

Benchmarks

Benchmarks are behavioral indicators associated with each competency. Benchmarks provide descriptions and examples of proficiency by level (1 is the lowest and 5 is the highest) for competencies. They can be used to assess the degree to which a person possesses a competency. They can be used in establishing selection criteria, performance evaluation criteria, and training and development measures.

Helpful Hints

Not all the proficiency levels for the competencies will be appropriate for all jobs at all grade levels. For example. Levels 1 to 3 may be appropriate for evaluating an individual in an entry level position and levels 3 to 5 may be appropriate for evaluating an individual in a full performance level position.

When viewing Benchmarks, the following toolbar buttons are available:

Save/Edit

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.

Career Development And Training

[Previous Benchmark](#)

View benchmarks for the previous competency.

[Next Benchmark](#)

View benchmarks for the next competency.

[Help](#)

Obtain additional information.

[Close](#)

Return to previous window.

Close and click 'Back' to return to *Create Human Resource Products* menu.

This option will assist you in the development and training of employees.

Click the *Career Development and Training* button.

Select an occupational group: Clerical/Technical, Professional/Administrative, or Managerial. Click inside the box next to the occupational group in which you are interested and click 'OK'.

Managerial

If you select *Managerial*, a model titled *Succession and Development Planning* will be displayed. You can print the model or click 'Back' to return to the *Create Human Resource Products* menu.

Clerical/Technical Career Development and Training Menu and Professional/Administrative Career Development and Training Menu:

- View Career Ladder or Path
- View Career Lattice Options
- Identify Training Needs
- Identify Occupational Interests

View Career Ladder or Path (Clerical/Technical and Professional/Administrative only)

Click the box next to the phrase *View Career Ladder or Path* and click 'OK.'

Select an occupation using title or job series within the occupational group previously selected.

Make your selections by clicking the arrow on the right side of each box and then clicking on your selection. Once you have made your selection, click 'OK' to continue.

For Clerical/Technical occupations, the screen displays the competencies needed for the specific occupation at the entry and full performance levels.

For Professional/Administrative occupations, the screen displays the competencies needed for the specified occupation at the entry, intermediate, and full performance levels.

If a column is completely blank, there are no data for this particular level.

Toolbar buttons:

Select another occupation.

Obtain additional information.



Preview and print the screen.

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'edit' to edit a file on screen using Windows Notepad.

Return to *Clerical or Professional Career Development and Training* menu.

View Career Lattice Options (Clerical/Technical and Professional/Administrative only).

Click the box next to the phrase *View Career Lattice Options* and click 'OK.'

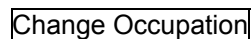
Select an occupation using title or job series. Select the career ladder in which you are interested.

	<p>Make your selections by clicking the arrow on the right side of each box and then clicking on your selection. Once you have made all your selections, click 'OK' to continue.</p> <p><i>HR Manager</i> will match the occupation you selected with all other occupations in the occupational group (Clerical/Technical or Professional/Administrative).</p> <p>After the match, this screen will display the occupational titles (<i>target jobs</i>) that most closely match the position you originally selected. For Clerical/Technical occupational group, only occupations with entry and/or full performance data are included in the match. For the Professional/Administrative occupational group, only occupations with entry, intermediate, and/or full performance data are included in the match.</p> <p>Two columns of percentages are displayed. The first column, '% Common Tasks in Target Job,' shows the percentage of tasks that are covered in each <i>target</i> job by the <i>selected</i> job. In other words, this column indicates the percentage of tasks in the <i>target</i> job that are already being performed in the <i>selected</i> job. The second column, '% Common Tasks in Selected Job,' shows the percentage of tasks in the <i>selected</i> job that would also be performed in the <i>target</i> job.</p> <p>The matched occupations are displayed in descending order by '% Common Tasks in Target Job.' A cutoff of 70% is used, meaning that a <i>target</i> job is not displayed unless at least 70% of its tasks are also included in the <i>selected</i> job.</p> <p>Click on the 'Compare' button to compare competencies required for the <i>selected</i> and <i>target</i> jobs. Click on the 'Profile' button to view the occupational profile of the <i>target</i> job.</p> <div data-bbox="618 1667 1421 1911"> <p><i>Helpful Hints</i></p> <p>Not all job matches will be appropriate for all purposes. Examine both the profiles and competency comparisons to help you identify the best match.</p> </div>
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Your purpose may determine which columns you emphasize. For example, when the percentages are high in both columns, the *selected* jobs and the *target* job are closely matched. These jobs may be

candidates for series consolidation. As another example, when the '% Common Tasks in the *Target* Job' is high, transition from the *selected* job to the *target* job will be smoother, because employees in the *selected* job are already performing a high percentage of these tasks.

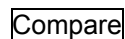
Toolbar Buttons:



Select another occupation.



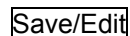
Highlight an occupation. Click 'Profile' to view the list of critical tasks and competencies for the occupation you selected.



Highlight an occupation. Then, click to compare critical competencies.



Obtain additional information.



Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.



Return to *Clerical or Professional Career Development and Training* menu.

Identify Training Needs (Clerical/Technical and Professional/Administrative only)

Click the box next to *Identify Training Needs* and click 'OK.'

Select an occupation using title or job series. Select the career ladder in which you are interested.

Make your selections by clicking the arrow on the right side of each box and then clicking on your selection.

Once you have made all your selections, click 'OK' to continue.

The chart displays the competencies that require the most training according to employees and supervisors. The competencies are in descending order of training need.

Toolbar Buttons:

Select another occupation.

Obtain additional information



Preview and print the screen.

Return to *Clerical or Professional Career Development and Training* menu.

Identify Occupation Interests

(Clerical/Technical and Professional/Administrative only)

All of the tasks for the occupational group are displayed. Choose tasks that most interest you and *HR Manager* will match these tasks with the occupational profiles.

Select the tasks by clicking on them. An 'X' will appear in the column to the left of the task. You can unmark a task if you decide not to include it. Click on the task a second time and the 'X' in the left column will disappear.

Once you have selected the tasks that most interest you, click the 'Match' button. [Note: You may want to print out the task list and note which tasks you select before running the match.]

Toolbar Buttons:

Related Competencies

View the competencies that are linked to the tasks.

Match

Once you have selected the tasks, click the 'Match' button. *HR Manager* will match the tasks you selected with occupations that include those tasks.

Clear selections

Clear marks from all previous selected tasks.

Help

Obtain additional information



Preview and print the screen.

Back

Return to *Clerical or Professional Career Development and Training* menu.

After clicking the 'match' button, the screen displays the occupations that most closely match your interests. For the Clerical/Technical occupational group, only occupations with entry and/or full performance data are included in the match. For the Professional/Administrative occupational group, only occupations with entry, intermediate and/or full performance data are included in the match.

Two columns of percentages are displayed. The first column, 'Percent Task Overlap,' shows the percentage of tasks you selected that appear in the *target* occupational title. The second column, 'Percent Job's Tasks,' shows the percentage of tasks in the target occupation title that are in the list of tasks you selected.

'Percent Task Overlap' displays the matched occupations in descending order. A cutoff of 40% is used, meaning that occupations are not displayed unless at least 40% of the tasks you selected are in the *target* occupation title. When the percentages are high in both columns, the jobs are closely matched.

<p>View Task and Competency Information</p>	<p>To get a clearer picture of the occupations that <i>HR Manager</i> has matched with your selected tasks, click on an occupation so that it is highlighted and then click the 'Profile' button. This will display the occupational profile, which contains critical tasks and competencies for that occupation.</p> <div data-bbox="618 457 1429 835"> <p><i>Helpful Hints</i></p> <p>The tasks you select should be those that are most interesting to you. If the profiles of the jobs you obtain after the match do not fit your needs, try altering the number of tasks you selected.</p> <p>Not all jobs resulting from the match will be appropriate. Looking at the profiles will help you decide which jobs are of most interest to you.</p> </div> <p>Return to <i>Main Menu</i>. Click on <i>View Task and Competency Information</i> to view survey data.</p> <p>You can view the task and competency information based on government wide data. Click the circle next to the data you would like to view. If no data are available for your agency, the message "this option is still under construction" will appear.</p> <p>Tasks and Competencies</p> <p>The tasks in the <i>HR Manager</i> are generalized to provide a common language across occupations within a group. This common language facilitates comparisons across occupations. The broadly defined tasks prevent the statements from becoming quickly dated as jobs change and evolve.</p> <p>A competency is an observable, measurable pattern of knowledge, skills, abilities, behaviors and other characteristics that an individual needs to successfully perform work roles or occupational functions.</p> <p>Competencies are needed to perform tasks.</p>
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Tasks

Proficiency in more than one competency might be needed to perform a single task. For example, several competencies, including oral communication, listening, and interpersonal skills are needed to interview people.

Conversely, proficiency in one competency may be necessary to perform many different tasks.

View Task and Competency Information Menu:

- Tasks
- Competencies
- Competencies Required for Tasks
- Tasks Supported by Competencies

Click the box next to 'Tasks' and click 'OK' to continue.

Select an occupational group (Clerical and Technical, Professional and Administrative, or Supervisory, Managerial, and Executive). The scales in the Task Rating Menu will vary by occupational group. Select an occupation using title or job series. Select the grade in which you are interested. Because there were insufficient data for certain grades and career ladders, every grade and career ladder will not be listed for all occupations.

Make your selections by clicking the arrow on the right side of each box and then clicking on your selection. Once you have made all your selections, click 'OK' to continue.

Clerical/Technical Task Ratings Menu:

- Importance by Supervisors
- Time Spent by Incumbents
- Criticality (Average of Importance and Time Spent)
- Percent Performing by Incumbents
- Percent Performing by Supervisors

Professional/Administrative Task Ratings Menu:

- Importance by Supervisors
- Frequency by Incumbents
- Criticality (Average of Importance and Frequency)
- Percent Performing by Incumbents
- Percent Performing by Supervisors

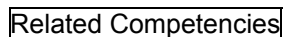
Supervisory/Managerial, and Executive Tasks Ratings Menu:

- Importance by Incumbents
- Time Spent by Incumbents
- Criticality (Average of Importance and Time Spent)
- Difficulty to Learn

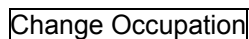
To view the scale used to rate each task, click the box next to a Task option and then click the 'Rating Scale' button.

Click the box next to a Task option and then click 'OK' to view the data for that option. For each option, the data are displayed in the left column and the tasks are displayed on the right.

Toolbar Buttons:



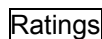
View the competencies that are linked to tasks.



Select another occupation.



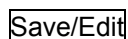
View a graphical display of the tasks' means.



View rating scale used to compute task means.



Obtain additional information.



Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.



Return to the *Task Ratings* menu.

When viewing graphs, the following toolbar button is available.

Competencies

Task Legend

To view the text of a task corresponding to a task number, click on this button.

Back

Return to previous window.

Click 'Cancel' to return to *Task/Competency Options*.

Click the box next to 'Competencies' and click 'OK' to continue.

Select an occupational group (Clerical and Technical, Professional and Administrative, or Supervisory, Managerial, and Executive). Then, select an occupation using title or job series. Select the grade in which you are interested. Because there were insufficient data for certain grades and career ladders, every grade or career level will not be listed for all occupations.

Make your selections by clicking the arrow on the right side of each box and then clicking on your selection. Once you have made all your selections, click 'OK' to continue.

Clerical and Technical Competency Ratings Menu:

- Importance by Supervisors
- Importance by Incumbents
- Average Importance (Supervisors, Incumbents)
- Requirement for Entry by Supervisors
- Distinguishing Value by Supervisors
- Need for Training by Incumbents
- Need for Training by Supervisors
- Performance Level by Incumbents
- Ability Level by Supervisors

Professional and Administrative Competency Ratings Menu:

- Importance by Supervisors
- Importance by Incumbents
- Average Importance (Supervisors, Incumbents)
- Requirement for Entry by Supervisors
- Distinguishing Value by Supervisors
- Need for Training by Incumbents
- Need for Training by Supervisors

Competencies Required for Tasks

Supervisory, Managerial, and Executive Competency Ratings Menu:

- Importance by Incumbents
- Proficiency at Entry by Incumbents
- Distinguishing Value by Incumbents

To view the scale used to rate each competency, click the box next to a Competency option and then click the Rating Scale button. Click the box next to a Competency option and then click 'OK' to view the data for that option. For each option, the competency name is displayed in the first column, the data are displayed in the second column, and competency definitions are displayed in the last column.

Toolbar Buttons:

Select another occupation.

View a graphical display of competency means.

View the rating scale used to compute competency means.

Obtain additional information.

Click the Save/Edit button. You will then see two buttons. Click 'Save' to save a text file to your hard drive that can be read by your word processing package. Click 'Edit' to edit a file on screen using Windows Notepad.



Preview and print the screen.

Return to the *Competency Ratings* menu.

This option allows you to view the competencies required to perform each task. The competency-task linkages are based on ratings of how important each competency is for successfully completing each task.

Tasks Supported by Competencies

Click the box next to 'Competencies Required for Tasks' and click 'Ok' to continue.

Select an occupational group (Clerical and Technical, Professional and Administrative, or Supervisory, Managerial, and Executive).

Make your selections by clicking the arrow on the right side of each box and then clicking on your selection.

Once you have made all your selections, click 'OK' to continue.

Each task for the occupational group selected will be displayed at the top with its related competencies below.

Toolbar Buttons:

Previous Task

View competencies linked to the previous task.

Next Task

View competencies related to the next task.



Preview and print the screen.

Help

Obtain additional information.

Close

Return to the *Main* menu.

This option allows you to view the tasks that are related to the competencies in an occupational group. The competency-task linkages are based on ratings of how important each competency is for successfully completing each task.

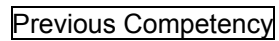
Click the box next to 'Tasks Supported by Competencies' and click 'OK' to continue.

Select an occupational group (Clerical and Technical, Professional and Administrative, or Supervisory, Managerial, and Executive).

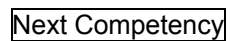
Make your selections by clicking the arrow on the right side of each box and then clicking on your selection. Once you have made all your selections, click 'OK' to continue.

Each competency for the occupational group selected will be displayed at the top with its associated tasks below.

Toolbar Buttons:



View tasks linked to the previous competency.



View tasks linked to the next competency.



Preview and print the screen.



Obtain additional information.



Return to the *Main* menu.

Appendix A

Technical Background for the *Human Resource Manager*

Technical Background for the *Human Resource Manager*

The Clerical/Technical occupational analysis examined grades 3 through 9 for 67 occupational series in the federal system. The Professional/Administrative occupational analysis examined federal system grades 5 through 13 for 105 occupational series. The Supervisory, Managerial, and Executive job analysis examined these three levels. At least 10 respondents were required for information to be presented in the *HR Manager* at a grade or career ladder (i.e., Entry, Intermediate, Full Performance) for a given occupation. Only summary information (i.e., means) is presented in the *HR Manager*. In many cases a cutoff score was used to help users identify which tasks/competencies should be considered for that scale. For example, the cutoff for the importance scale for competencies was set at 3.5 to help users identify which competencies are important for a given series and grade. The following sections of this appendix provide more detailed information about how the career ladders were established and how the cutoff scores were set in the *HR Manager*. There is also a section on the match function. The match function is used in the Build a Position, Career Interests, and Career lattice modules of the *HR Manager*.

Classification of Career Ladders

Clerical/Technical Data. For the Clerical/Technical data set, the classification of career ladders varies by occupational series. The three career ladder classifications are Entry (E), Intermediate (I), and Full Performance (F). Only the Entry and Full Performance career ladders are displayed in the *Create Human Resources Products* module of the *HR Manager*; all three career ladders, along with individual grades, are displayed in the *View Task and Competency Information* module.

Professional/Administrative Data. Unlike the Clerical/Technical occupations, the career ladders in the Professional/Administrative occupational series are classified uniformly.

Determination of Cutoff Scores

Cutoff scores for tasks and competencies for each occupational group were based on a review of each rating scale and the distribution of ratings made by supervisors and incumbents. The cutoff scores and the sections in which they are used are presented below.

Create Human Resource Products

Clerical/Technical

Task Profiles [*Job Design: Occupational Profiles*]

Tasks are considered critical if the:

- ✓ Average of supervisor and incumbent ratings on percent of incumbents performing tasks is greater than or equal to 50%, and
- ✓ Average of incumbent ratings of time spent on tasks is greater than or equal to 3.0, and
- ✓ Average of supervisor ratings on importance is greater than or equal to 3.0.

Competency Profiles [*Job Design: Occupational Profiles; Recruitment and Selection; performance Evaluation; Career Development and Training: Career Ladder*]

Competencies are considered critical if the:

- ✓ Average of supervisor and incumbent ratings on importance is greater than or equal to 3.5, and
- ✓ Average of supervisor ratings on required at entry is less than or equal to 2.0.

Professional/Administrative

Task Profiles [*Job Design; Occupational Profiles*]

Tasks are considered critical if the:

- ✓ Average of supervisor and incumbent ratings on percent of incumbents performing tasks is greater than or equal to 67%, and
- ✓ Average of incumbent ratings of frequency of performing tasks is greater than or equal to 3.0, and
- ✓ Average of supervisor ratings on importance is greater than or equal to 3.0.

Competency Profiles [*Job Design: Occupational Profiles; Recruitment and Selection; performance Evaluation; Career Development and Training: Career Ladder*]

Competencies are considered critical if the:

- ✓ Average of supervisor and incumbent ratings on importance is greater than or equal to 3.5, and
- ✓ Average of supervisor ratings on need at entry is greater than or equal to 2.75.

Supervisory, Managerial, and Executive

Task Profiles [*Job Design: Occupation Profiles*]

Tasks are considered critical if the:

- ✓ Average incumbent ratings of time spent and importance is greater than or equal to 3.3.

Competency Profiles [Job Design: Occupational Profiles; Recruitment and Selection; Performance Evaluation; Career Development and Training: Career Ladder]

Competencies are considered critical if the:

- ✓ Average of incumbents ratings on importance is greater than or equal to 3.5

View Task and Competency Information

Clerical/Technical

Tasks

Importance by Supervisors

- Tasks displayed have an average rating of importance greater than or equal to 3.00

Time spent by Incumbents

- Tasks displayed have an average rating on time spent greater than or equal to 3.00

Criticality (Average of Importance and Time Spent)

- Tasks displayed have an average of importance and time spent ratings greater than or equal to 3.00

Percent Performing by Incumbents

- Tasks displayed were rated as being performed by at least 50% of incumbents.

Percent performing by Supervisors

- Tasks displayed were rated by at least 50% of the supervisors as being performed by incumbents.

Competencies

Importance by Supervisors

- Competencies displayed have an average rating on importance greater than or equal to 3.50

Importance by Incumbents

- Competencies displayed have an average rating on importance greater than or equal to 3.50

Average Importance (Supervisors, Incumbents)

- Competencies displayed have an average of supervisor and incumbent ratings on importance greater than or equal to 3.50.

Requirement for Entry by Supervisors

- Competencies displayed have an average rating on requirement for entry of 2.00 or below.

Distinguishing Value by Supervisors

- No Cutoff.

Need for Training by Incumbents

- Competencies displayed have an average rating on need for training greater than or equal to 1.50.

Need for Training by Supervisors

- Competencies displayed have an average rating on need for training greater than or equal to 1.50.

Performance level by Incumbents

- No cutoff.

Ability Level by Supervisors

- No cutoff.

Professional/Administrative

Tasks

Importance by Supervisors

- Tasks displayed have an average rating on importance greater than or equal to 3.00 and more than 10% of respondents indicate they perform the task.

Frequency By Incumbents

- Tasks displayed have an average rating on frequency greater than or equal to 3.00 and more than 10% of respondents indicate they perform the task.

Criticality (Average of Importance and Frequency)

- Tasks displayed have an average of importance and frequency ratings greater than or equal to 3.00 and more than 10% of respondents indicate they perform the task.

Percent Performing by Incumbents

- Tasks displayed were rated as being performed by at least 67% of incumbents.

Percent Performing by Supervisors

- Tasks displayed were rated by at least 67% of the supervisors as being performed by incumbents.

Competencies

Importance by Supervisors

- Competencies displayed have an average rating on importance greater than or equal to 3.50.

Importance by Incumbents

- Competencies displayed have an average rating on importance greater than or equal to 3.50.

Average Importance (supervisors, Incumbents)

- Competencies displayed have an average of supervisor and incumbent importance ratings greater than or equal to 3.50.

Requirement for Entry by Supervisors

- Competencies displayed have an average rating on requirement for entry greater than or equal to 2.75.

Distinguishing Value by Supervisors

- No cutoff.

Need for Training by Incumbents

- Competencies displayed have an average rating on need for training greater than or equal to 1.50.

Need for Training by Supervisors

- Competencies displayed have an average rating on need for training greater than or equal to 1.50.

Supervisory, managerial, and Executive

Tasks

Importance by Incumbents

- Tasks displayed have an average rating on importance greater than or equal to 3.30.

Time Spent by Incumbents

- Tasks displayed have an average rating on time spent greater than or equal to 3.30.

Criticality (Average of Importance and Time spent)

- Tasks displayed have an average of importance and time spent ratings greater than or equal to 3.30.

Difficulty to learn

- Tasks displayed have an average rating greater than or equal to 3.30.

Competencies

Importance by Incumbents

- Competencies displayed have an average rating on importance greater than or equal to 3.50.

Proficiency at Entry by Incumbents

- Competencies displayed were rated as being needed at entry by at least 50% of incumbents.

Distinguishing Value by Incumbents

- No cutoff.

The Match Function

Job Design: Build a Position: Career development and Training: Occupational Interests

For these sections, the user selects tasks that define a job, based on essential tasks for the job or occupational interests. These tasks become the “profile” on which the

match is based. This profile is compared to all the other profiles for the occupational group (e.g., clerical and technical) and occupations are displayed that are similar to the profile created. For the Clerical and Technical occupational group, occupations with entry and/or full performance data are included. For the Professional and Administrative occupational group, only occupations with entry, intermediate, and/or full performance data are included.

For example, a user selects 10 tasks. The following results appear:

% Task Overlap	% of Job's Tasks	Series	Occupational Title	Level
80	25	0675	Medical Records Technician	Entry

The “% Task Overlap” indicates an 80% overlap. This means 8 of the 10 tasks you selected were in Medical Records Technician—Entry Level. Because Medical Records Technician has 32 tasks in its occupational profile, and you selected 8 of those 32 tasks, the “% of Job's Task” column indicates that 25% of the tasks in this job are covered by the job you created based on your interests of the job you were designing.

Career Development and Training: Career Lattice

In this section, the user selects an occupational title. The tasks from the occupational profile of this title are compared to all the other profiles for the occupational group (e.g., clerical and technical), and occupations are displayed that have similar profiles. For the Clerical and Technical occupational group, occupations with entry and/or full performance data are included. For the Professional and Administrative occupational group, only occupations with entry, intermediate, and/or full performance data are included.

For example if a user selects Telecommunications Processing at the Full Performance level, the following results appear:

Selected Job: 0390 – Telecommunications Processing Career Ladder: Full Performance

% Common Tasks in Target Job	% Common Tasks in Selected Job	Series	Occupational Title (Target Job)	Level
75	34	0382	Telephone Operating	Full Performance

There are 26 tasks in the selected job (390 – Full Performance) and 12 tasks in the target job (382 – Full Performance); there are 9 tasks in common between these 2 jobs. The “%

Common Tasks in Target Job” indicates a 75% overlap because 9 of the 12 tasks (75%) in the target job are also performed in the selected job. The “% Common Tasks in Selected Job” indicates a 34% overlap because 9 of the 26 tasks in the selected job are also in the target job.

Appendix B

Crosswalk to Colorado Positions

Colorado Title (Class)	Group CT/PA/M	Federal Title	Federal Series & Level	Comments & Suggestions	In
Financial Services					
Accountant I	PA	Accountant	510 I	Re-order importance of tasks	
Accountant II	PA	Accountant	510 I	Better fit, on the whole	
Accountant III	PA	Accountant	510 F	Add supervisory duties from 9991	
"		Misc Administrative & Program	301F	Doesn't include accounting (510F) and Economics (110F)	
Accountant IV	PA	Accountant	510 F	Add supervisory from 99991	
Accounting Specialist I	PA	Financial Analysis	1160F		
Accounting Specialist II	M	Supervisor	9991	Add technical competencies from 1160F	
Accounting Technician I	CT	Accounting Tech	525 E	Good task matches	
Accounting Technician II	CT	Accounting Tech	525 E	Tasks match	
" "	CT	Accounting Tech	525 F	Includes most tasks - reasoning benchmarks	
Accounting Technician III	CT	Accounting Tech	525 F	Monitors work of others; use reasoning	
Accounting Technician IV	CT	Work Unit Supervisor	313 F	Doesn't include technical aspect	
" "	CT	Accounting Tech	525 F	Job is more than tech.	
Controller I	PA	Fin. Admin. & Programs	501 I	Tasks & competencies match	
Controller II	PA	Fin. Admin. & Programs	501 F	Had higher DM & complexity	
Controller III	M	Supervisor	9991	Need to add technical competencies	
Auditor Intern	PA	Auditor	511 I	With more direction	
Auditor I	PA	Auditor	511 I	Good match	
Auditor II	PA	Auditor	511 F	Reflects more complexity	
Auditor III	PA	Auditor	511 F	Need to add team	
Auditor IV	M	Supervisor	9991	Good match - add 511F competencies	
Auditor V	M	Supervisor	9991	Weak match - add 511F competencies	
EDP Auditor I				Class abolished 7/1/00	
EDP Auditor II	PA	Auditor	511 F	Same as above for 511F but EDP not available in HRMgr.	
Empl Tax Audit Intern	PA	Auditor	511 I	Will be merged into Colo's Auditor series 7/1/01	

Employment Tax Auditor I	PA	Auditor	511 I	Will be merged into Colo's Auditor series 7/1/01
Employment Tax Auditor II	PA	Auditor	511 F	Will be merged into Colo's Auditor series 7/1/01
Employment Tax Auditor III	PA	Auditor	511 F	Will be merged into Colo's Auditor series 7/1/01
Employment Tax Auditor IV	PA	Auditor	511 F	Will be merged into Colo's Auditor series 7/1/01
Employment Tax Auditor V	M	Manager	9990	Will be merged into Colo's Auditor series 7/1/01
Tax Investigative Auditor	PA	Auditor	No match	Some in 511F
" " "	PA	Criminal Investigator		Some in 1811F
Budget Analyst Intern	PA	Budget Analysis	560 E	
Budget Analyst I	PA	Budget Analysis	560 I	
Budget Analyst II	PA	Budget Analysis	560 F	
Budget Analyst III	PA	Budget Analysis	560 F	Some supervisory in 9991
Budget Analysti IV	M	Supervisor	9991	Add technical competencies from 560F
Fin/Credit Examiner Int - V			No match	Maybe 570
Investment Officer I - III			No match	
Rate/Financial Anslyst Int			No match	
Rate/Financial Anslyst I & II	PA	Financial Analysis	1160 F	
Rate/Fin Analyst III, IV & V	PA		No match	
Property Tax Specialist Int	PA	Appraisors & Assessors	1171I	
Property Tax Specialist I	PA	Appraisors & Assessors	1171F	
Property Tax Specialist II	PA	Appraisors & Assessors	1171F	
Property Tax Specialist III	PA	Appraisors & Assessors	1171F	Staff authority
Property Tax Specialist IV	M	Supervisor	9991	Add technical competencies from 1171F
Revenue Agent Int & I	PA	Auditor	511 I	
Revenue Agent II and III	PA	Auditor	511 F	III may have supervisory from 9991
Revenue Agent IV	M	Supervisor	9991	Add technical competencies from 511F
Tax Conferee I	PA	Tax Law Specialist	987	Best fit.
Tax Conferee II	M	Supervisor	9991	See Tax Law Specialist (987) for technical competencies
Tax Examiner I	CT	Tax Examining	592 E	

Tax Examiner II	CT		592 F	
Tax Examiner III	CT	Work Unit Supervisor	313 F	Add technical competencies from 592F
Tax Examiner IV	M	Supervisor	9991	Add technical competencies from 592F
Tax Examiner V	M	Manager	9990	Add technical competencies from 592F
Tax Specialist Intern			No match	Class abolished 7/1/00
Tax Specialist I			No match	Class abolished 7/1/00
Tax Specialist II			No match	Will be merged into Colo's Tax Conferee I 7/1/01
Out-of-State Revenue Intern	PA	Auditor	511I	See Revenue Agent
Out-of-State Revenue Agent	PA	Auditor	511F	See Revenue Agent
Tax Compliance Agent Int	CT	Tax Examining	592E	Best Fit
Tax Compliance Agent I	CT	Tax Examining	592F	Best Fit
Tax Compliance Agent II	M	Supervisor	9991	Add technical competencies from 592F
Tax Compliance Agent III	M	Manager	9990	
Professional Services				
Parks Resource Tech I			No match	Colo. Class converted 7/1/99
Parks Resource Tech II			No match	Colo. Class converted 7/1/99
Applications Prgrmr Intern	PA	Computer Specialist	334 E	Recheck when OPM completes IT study
Applications Prgrmr I	PA	Computer Specialist	334 I	
Applications Prgrmr II	PA	Computer Specialist	334 F	
Applications Prgrmr III	PA	Computer Specialist	334 F	
Applications Prgrmr IV	M	Supervisor	9991	Add technical competencies from 334F
Applications Prgrmr Mgr	M	Supervisor	9991	Some may be 9990 - Manager
IT Technician I			No match	
IT technician II	PA	Computer Specialist	334 E	Only when class used for prof'l entry
IT Professional I	PA	Computer Specialist	334 I	
IT Professional II	PA	Computer Specialist	334 F	
IT Professional III	PA	Computer Specialist	334 F	Primarily project leader
IT Professional IV	PA	Computer Specialist	334 F	Some have supervisory competencies

IT Professional V	M	Supervisor	9991	Add technical competencies from 334F
IT Professional VI	M	Supervisor	9991	Add technical competencies from 334F
IT Professional VII	M	Manager	9990	Above the supervisor class
Broadcast Specialist I - III			No match	
Broadcast Specialist IV	M	Supervisor	9991	
Media Specialist Int - VI			No match	
Arts Technician I			No match	
Arts Technician II	CT	General Arts & Information	1001E	Professional entry for some
Arts Professional I	PA	General Arts & Information	1001 I	
Arts Professional II	PA	General Arts & Information	1001 F	
Arts Professional III	PA	General Arts & Information	1001 F	
Arts Professional IV	M	Supervisor	9991	Add technical competencies from 1001F
Technician I			No match	
Technician II	PA	General Physical Sciences	1301 I	Doesn't include biological sciences
Technician III	PA	General Physical Sciences	1301 I	
Technician IV	PA	General Physical Sciences	1301 F	
Technician V	PA	General Physical Sciences	1301 F	
Air Traffic Controller I			No match	
Air Traffic Controller II			No match	
Air Traffic Controller III	M	Supervisor	9991	Needs ATC certification added
Aircraft Pilot			No match	
Fingerprint Intern	CT	Fingerprint Identification	072 F	
Fingerprint Examiner I	CT	Fingerprint Identification	072 F	
Fingerprint Examiner II	CT	Fingerprint Identification	072 F	
Fingerprint Examiner III	M	Supervisor	9991	Add technical competencies from 072F
Port of Entry Intern	CT	Compliance Inspection & Spt	1802 E	
Port of Entry I	CT	Compliance Inspection & Spt	1802 E	
Port of Entry II	CT	Compliance Inspection & Spt	1802 F	
Port of Entry III	CT	Work Unit Supervisor	313 E	Add technical competencies from 1082F

Port of Entry IV	M	Supervisor	9991	Add technical competencies from 1082F
Program Assistant I	PA	Mgmt & Program Analysis	343 F	Missing budget from 560E
Program Assistant II	PA	Mgmt & Program Analysis	343 F	Missing budget (560E) and supervision (9991)
State Service Prof Trainee I			No match	No best fit-depends on target class, see
State Service Prof Trainee II			No match	301,1001, 1101, or 341 for possible
Student Trainee I			No match	No best fit - depends on target class, see
Student Trainee II			No match	301, 1001, 1101, or 341 for possible
Student Trainee III			No match	same
Student Trainee IV			No match	same
Admin Law Judge Intern	PA	General Attorney	905E	Best fit
Admin Law Judge I	PA	General Attorney	905F	"
Admin Law Judge II	PA	General Attorney	905F	"
Admin Law Judge III	M	Supervisor	9991	Add technical competencies from 905F
Admin Law Judge IV	M	Manager	9990	Add technical competencies from 905F
Legal Assistant I	PA	Paralegal Specialist	950 I	
Legal Assistant II	PA	Paralegal Specialist	950 F	
Hearings Officer - all			No match	
General Professional I	PA	General Business & Industry	1101 E	Very general - need to refer to specific occupation if available. Also, add technical competenceis to all, Maybe 301
General Professional II	PA	General Business & Industry	1101 I	same as above
General Professional III	PA	General Business & Industry	1101 F	same as above
General Professional IV	PA	General Business & Industry	1101 F	same as above plus creative thinking & DM
General Professional V	M	Supervisor	9991	Add technical competencies
General Professional VI	M	Supervisor	9991	Add technical competencies
General Professional VII	M	Manager	9990	More strategic & delegates authorities
Management Profile I	M	Manager	9990	
Management Profile II	M	Manager	9990	Some positions in small agencies may be
Management Profile III	M	Executive	9992	Also include SES

Archivist I	PA	Archivist	1420I	Also consider 1421I
Archivist II	PA	Archivist	1420F	Also consider 1421I
Chaplain I			No match	
Chaplain II			No match	
Chaplain III			No match	
Comp Ins Specialist Int & I	PA	Worker's Comp Claims Exam	991 I	
Comp Ins Specialist II	PA	Worker's Comp Claims Exam	991 F	
Comp Ins Specialist III	PA	Worker's Comp Claims Exam	991 F	add expertise
Comp Ins Specialist IV	PA	Worker's Comp Claims Exam	991 F	Some need supervisor competencies from 9991
Comp Ins Specialist V	M	Manager	9990	Class not used presently
Comp Ins Specialist VI	M	Manager	9990	
Compliance Invest Intern	PA	General Investigator	1810 E	
Compliance Invest I	PA	General Investigator	1810 E	
Compliance Invest II	PA	General Investigator	1810 F	Some need supervisor competencies from 9991
Compliance Invest III	PA	General Investigator	1810 F	Some need supervisor competencies from 9991
Corrl Account Sales Rep	CT	Sales Store Clerk	2091F	Best fit
Corrl Sales & Market Mgr	M	Manager	9990	Class abolished 7/1/00
Food Service Mgr I & II	M	Supervisor	9991	
Food Service Mgr III & IV	M	Manager	9990	
Labor/Empl Specialist Intern	PA	Employee Relations	230 E	
Labor/Empl Specialist I	PA	Employee Relations	230 E	
Labor/Empl Specialist II	PA	Employee Relations	230 I	
Labor/Empl Specialist III	PA	Employee Relations	230 F	
Labor/Empl Specialist IV	M	Supervisor	9991	Add technical comptencies from 230F
Labor/Empl Specialist V	M	Manager	9990	Add technical comptencies from 230F
Labor/Empl Specialist VI	M	Manager	9990	Class not used presently
Lottery Sales Rep I			No match	
Lottery Sales Rep II	CT	Sales Store Clerk	2091F	Best fit - competencies OK
Lottery Sales Rep III	M	Supervisor	9991	See Sales Store Clerk for technical comps.
Lottery Sales Rep IV	M	Manager	9990	See Sales Store Clerk for technical comps.

Park Manager I	PA	Park Ranger	025E	Peace Officer Status
Park Manager II	PA	Park Ranger	025I	
Park Manager III	PA	Park Ranger	025F	
Park Manager IV	PA	Park Ranger	025F	
Park Manager V	M	Supervisor	9991	Add technical competencies from 025F
Park Manager VI	M	Supervisor	9991	Add technical competencies from 025F
Park Manager VII	M	Manager	9990	Colo. Class abolished 7/1/99
Records Administrator I	PA	Archivist	1420F	See Supervisor 9991
Records Administrator II	M	Manager	9990	Add technical comptencies from 1420F
Rehabilitation Intern			No match	
Rehabilitation Counselor I	PA	Social Services	187 I	Best fit
Rehabilitation Counselor II	PA	Social Services	187 I	No (F) level in HR Manager
Rehabilitation Supervisor I	M	Supervisor	9991	Add technical competencies from 187I
Rehabilitation Supervisor II	M	Supervisor	9991	
Sales Manager I	PA	General Business & Indstry	1101I	Best fit with customization of technical area
Sales Manager II	PA	General Business & Indstry	1101F	Best fit - sales & merchandising
Sales Manager III	M	Supervisor	9991	Add sales & merchandising competencies from 1101F
Store Manager I	M	Manager	9990	Add sales & merchandising competencies from 1101F
Store Manager II	M	Manager	9990	Add sales & merchandising competencies from 1101F
Staff Accompanist			No match	
Wildlife Managers - all			No match	
Youth Services Counselor I	PA	Social Services	187 I	Some add supervisory competencies from 9991
Y S Counselor II & III			No match	
Y S Asst Administrator			No match	
Y S Adminstrator	M	Supervisor	9991	Add technical competencies from 187F
Administrative & Spt. Rel.				
Police Communications Int	CT	Dispatcher	2151 all	
Police Comm Tech I	CT	Dispatcher	2151 all	
Police Comm Supervisor	CT	Work Unit Supervisor	313 F	Add technical competencies from 2151all

Service Dispatcher	CT	Dispatcher	215I	Best fit - add technical competencies
Telephone Operator Intern	CT	Telephone Operator	382E	
Telephone Operator I	CT	Telephone Operator	382E	
Telephone Operator II	CT	Telephone Operator	382F	
Telephone Operator III	CT	Work Unit Supervisor	825F	Colo. Class abolished 7/1/99
Computer Operator Intern	CT	Computer Operations	332 E	
Computer Operator I	CT	Computer Operations	332 E	
Computer Operator II	CT	Computer Operations	332 F	
Computer Opns Supv I & II	CT	Work Unit Supervisor	313 F	Add technical competencies from 332F
Computer Opns Mgr	M	Supervisor	9991	
Computer Prod Coord Intern	CT	Computer Operations	332E	Best fit
Computer Prod Coord I	CT	Computer Operations	332F	Best fit
Computer Prod Coord II	CT	Computer Operations	332F	Add work leader
Customer Spt Coord Int, I, II, & III			No match	
Data Entry Intern	CT	Data Transcriber	356E	Most tasks match
Data Entry Operator I	CT	Data Transcriber	356F	
Data Entry Operator II	CT	Data Transcriber	356F	work leader
Data Specialist	CT	Comp. Clerk & Assistant	335F	Includes analysis, file edits, etc.
Data Entry Supervisor	M	Supervisor	9991	See 356/335 for technical competencies
Admin Assist Intern	CT	Gen'l Business & Industry	1101 E (clerk)	Includes math
Admin Assist I	CT	Gen'l Business & Industry	1101 E (clerk)	
Admin Assist II	CT	Gen'l Business & Industry	1101 E (clerk)	
Admin Assist III	CT	Gen'l Business & Industry	1101 F (clerk)	Has higher reasoning
Office Manager I	CT	Work Unit Supervisor	313F	Add competencies from 1101F
Office Manager II	CT	Work Unit Supervisor	313F	Add competencies from 1101F
Hearings Reporter Intern			No match	Class abolished 7/1/00
Hearings Reporter	PA	Closed Microphone Reporting	319A	Weak match with limited data

Library Technician Intern	CT	Library Tech	1411E	
Library Technician I	CT	Library Tech	1411 F	
Library Technician II	CT	Library Tech	1411 F	
Library Technician III	CT	Library Tech	1411 F	
Med Records Technician I	CT	Med Records Technician	675 E	
Med Records Technician II	CT	Med Records Technician	675 F	
Med Records Technician III	CT	Med Records Technician	675 F	Some need supervisory competencies from 9991
Museum Guide			No match	
Sales Assistant I	CT	Sales Store (clerical)	2091 F	
Sales Assistant II	CT	Sales Store (clerical)	2091 F	
Sales Assistant III	CT	Work Unit Supervisor	313 F	
Unempl Insur Tech Int	CT	Tax Examining	592E	
Unempl Insur Tech	CT	Tax Examining	592F	
State Service Trainee I	CT	Gen'l Business & Indstry (clerk)	1101E	Maybe general enough - depends upon target
State Service Trainee II	CT	Gen'l Business & Indstry (clerk)	1101E	class.
State Service Trainee III	CT	Gen'l Business & Indstry (clerk)	1101E	same
State Service Trainee IV	CT	Gen'l Business & Indstry (clerk)	1101E	same
State Service Trainee V	CT	Gen'l Business & Indstry (clerk)	1101F	Best fit
Collections Repr I	CT	Contact Representative (clerk)	962 E	
Collections Repr II	CT	Contact Representative (clerk)	962 F	
Collections Repr III	CT	Work Unit Supervisor	313 F	Add competencies from 962F
Collections Repr IV	CT	Work Unit Supervisor	313 F	Colo. Class abolished 7/1/99
Drivers Lic Examiner Int	CT	Compl Inspection & Examining	1802 E	
Drivers Lic Examiner I	CT	Compl Inspection & Examining	1802 E	
Drivers Lic Examiner II	CT	Compl Inspection & Examining	1802 F	
Drivers Lic Examiner III	CT	Work Unit Supervisor	313 F	Add technical competencies from 1802F
Drivers Lic Examiner IV	CT			
Phys Science & Engineer				
Actuary I			No match	Statistician has a few tasks/competencies

Actuary II			No match	Statistician has a few tasks/competencies
Actuary III			No match	Statistician has a few tasks/competencies
Actuary IV			No match	See 9991 for supervisory aspects
Statistical Analyst I	PA	Statistician	1530 I	
Statistical Analyst II & III	PA	Statistician	1530 F	Some IIIs have supervisory
Statistical Analyst IV	M	Manager	9990	Some may be 9991; add technical competencies from 1530F
Design Intern			No match	Class abolished 7/1/00
Designer/Planner			No match	tasks/competencies are usable
Architect I			No match	
Architect II			No match	
Architect III			No match	
Electronic Engineer I			No match	801 too general
Electronic Engineer II			No match	
Electronic Engineer III			No match	
Electronic Engineer IV			No match	
Engineer Intern & EIT I	PA	General Engineering	801 I	Need to add specific engineering discipline
EIT II	PA	General Engineering	801 F	
Prof'l Engineer I			No match	Wait for specific engineer matches in HR Mgr
Prof'l Engineer II, III, & IV			No match	
Landscape Architect Intern			No match	
Landscape Architect I			No match	
Landscape Architect II			No match	
Landscape Architect III			No match	
Environmental Protection Specialist Intern & I	PA	Environmental Prot Specialist	028 I	
Environmental Protection Specialist II & III	PA	Environmental Prot Specialist	028 F	III may have supervision
Environmental Protection Specialist IV	M	Supervisor	9991	Add technical competencies from 028F
Environmental Protection Specialist V	M	Manager	9990	Add technical competencies from 028F

Physical Sciences Res/Scientist Int & I	PA	Gen'l Physical Sciences	1301 I	
Physical Sciences Res/Scientist II & III	PA	Gen'l Physical Sciences	1301 F	
Physical Sciences Res/Scientist IV	M	Supervisor	9991	Add technical competencies from 1301F
Physical Sciences Res/Scientist V	M	Manager	9990	Add technical competencies from 1301F
Air Environ Sys Tech I	PA	Environmental Prot. Specialist	028I	Best fit - more technical
Air Environ Sys Tech II	PA	Environmental Prot. Specialist	028F	Some supervisory competencies from 9991
Biomed Equip Tech Intern			No match	
Biomed Equip Tech I			No match	
Biomed Equip Tech II			No match	
Biomed Equip Tech III			No match	
Civil Eng Project Mgr I	PA	General Engineer	801I	
Civil Eng Project Mgr II	PA	General Engineer	801F	
Engr/Phys Science Tech I	PA	Gen'l Physical Sciences	1301I	For basic competencies. #802 will be better
Engr/Phys Science Tech II	PA	Gen'l Physical Sciences	1301F	when available
Engr/Phys Science Tech III	PA	Gen'l Physical Sciences	1301F	Add supervisory competencies from 9991
Telecomm/Electronics Specialist Intern	PA	Telecommunications	391 E	
Telecomm/Electronics Specialist I	PA	Telecommunications	391 I	
Telecomm/Electronics Specialist II & III	PA	Telecommunications	391 F	III's may have some supervision from 9991
Telecomm/Electronics Specialist IV	M	Supervisor	9991	Add technical competencies from 391F
Laboratory Coordinator I			No match	1301, 2010, 7 1412 possible
Laboratory Coordinator II			No match	same
Laboratory Coordinator III			No match	same

Land Surveyor Intern I		No match
Land Surveyor Intern II		No match
Prof Land Surveyor I		No match
Prof Land Surveyor II		No match

Safety Specialist I	PA	Safety & Occup Health Mgmt	018 I	Class converted to Gen'l Prof'l II on 7/1/99
Safety Specialist II	PA	Safety & Occup Health Mgmt	018 F	Class converted to Gen'l Prof'l III on 7/1/99
Safety Specialist III	PA	Safety & Occup Health Mgmt	018 F	Class converted to Gen'l Prof'l IV on 7/1/99

Enforcement & Prot. Svcs

Criminal Investigator Intern	PA	Criminalist	1811 E	
Criminal Investigator I	PA	Criminalist	1811 I	
Criminal Investigator II	PA	Criminalist	1811 F	
Criminal Investigator III	PA	Criminalist	1811 F	Some need supervisory competencies from 9991
Criminal Investigator IV	M	Manager	9990	Add technical competencies from 1811F

Health Care Services

Health Program Serv Admin	M	Manager	9990
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Psychologist Candidate	PA	Psychologist	180 I	
Psychologist I	PA	Psychologist	180 F	
Psychologist II	PA	Psychologist	180 F	Some need supervisory competencies from 9991
Psychologist III	M	Manager	9990	Add technical competencies from 180F
Social Worker I			No match	
Social Worker II			No match	
Social Worker III			No match	
Social Work Program Dir			No match	
Social Work Manager			No match	This file last updated 7/26/00.

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Appendix C

Clerical/Technical, Professional/Administrative, and Managerial Task and Competency Lists

Clerical/Technical Tasks

1. Ensures that paper files are current and complete.
2. Develops paper filing or record system.
3. Maintains paper filing or record system.
4. Assembles and labels information for filing.
5. Adds, retrieves, or removes information from paper files or records.
6. Categorizes information for filing.
7. Writes down information from one document or record to another.
8. Verifies accuracy and completeness of information on paper or computer documents or records.
9. Corrects mistakes in written or computer documents or records.
10. Compiles information.
11. Classifies or catalogs documents, computer tapes, books, or other information.
12. Organizes information in tables, charts, or graphs.
13. Analyzes and interprets routine information.
14. Analyzes and interprets complex information.
15. Conducts studies or surveys to obtain information.
16. Searches file, documents or other sources for information.
17. Composes simple correspondence or other written work.
18. Composes complex correspondence or other written work.
19. Writes technical reports.
20. Explains technical information orally.
21. Writes letters or other documents requiring specialized knowledge.
22. Proofreads letters or other documents for spelling or typographical errors.
23. Proofreads letters or other documents for grammatical errors.
24. Reviews content of letters or other documents for completeness, correctness or consistency.
25. Prepares materials for publication according to standards.
26. Designs forms.
27. Translates orally from a foreign language to English.
28. Translates written materials from a foreign language to English.
29. Gives presentations and/or briefings.
30. Conducts meetings.
31. Contacts others orally to obtain information.
32. Contacts others in writing to obtain information.
33. Responds orally to inquiries or requests for information.
34. Responds in writing to inquiries or requests for information.
35. Publicizes agency programs, policies or procedures.
36. Notifies and reminds others of pending appointments or meetings.
37. Follows instructions to complete assignments.
38. Establishes own work priorities.
39. Approves applications, claims, or requests.
40. Identifies needs or problems and determines corrective action.
41. Obtains facts for making decisions or recommendations.
42. Recommends solutions to routine problems.
43. Recommends solutions to complex problems.
44. Makes arrangements for meetings or travel.

45. Completes forms.
46. Develops own work schedule.
47. Maintains own or others' calendar or schedules.
48. Receives or distributes mail.
49. Prepares outgoing mail.
50. Makes or receives telephone calls.
51. Screens calls and decides to whom the caller should be referred.
52. Transfers telephone calls.
53. Attends meetings.
54. Takes notes at meetings.
55. Prepares minutes of meetings.
56. Takes shorthand or dictation.
57. Transcribes shorthand or dictation.
58. Delivers messages or documents.
59. Assembles materials for meetings.
60. Maintains inventory of supplies or equipment.
61. Distributes supplies or equipment.
62. Greets and refers visitors.
63. Checks records, items, or material for damage or problems.
64. Monitors working conditions and facilities.
65. Processes incoming forms, records, or other documents.
66. Makes copies, collates, and/or binds materials.
67. Traces transactions from the initial request until items have been received.
68. Evaluates the effectiveness of methods or procedures.
69. Revises procedures or methods to comply with requirements.
70. Revises procedures or methods to improve efficiency.
71. Develops procedures or methods.
72. Plans or coordinates work activities, projects, or programs.
73. Reviews letters or documents to determine if they conform with policies or regulations.
74. Explains policies or procedures.
75. Provides guidance or assistance on policies or procedures.
76. Oversees proper implementation of instructions, policies, or procedures.
77. Testifies or present evidence.
78. Administers tests.
79. Scores tests.
80. Develops training materials.
81. Prepares specialized drawings using paper and pencil.
82. Prepares specialized drawings using the computer.
83. Codes or decodes information or data.
84. Provides technical support.
85. Monitors others' work to ensure deadlines are met.
86. Reviews others' work.
87. Provides feedback on others' performance.
88. Provides feedback on work-related matters.
89. Identifies training needs of staff.
90. Orients new employees.
91. Trains others.
92. Develops others' career goals and objectives.

93. Serves as acting supervisor.
94. Provides guidance and direction to other employees.
95. Establishes work priorities for employees.
96. Motivates subordinates and employees.
97. Serves as mentor and role model to staff.
98. Serves as liaison between personnel (inside and outside your own agency), users, clients, and customers.
99. Projects a professional attitude and appearance.
100. Works with others to resolve differences for the benefit of the team or project.
101. Works cooperatively with others to generate ideas/suggestions.
102. Works with others to complete a project.
103. Coordinates with others to accomplish work-related activities.
104. Keeps up with new features in office equipment or technology.
105. Arranges for repair of office equipment.
106. Recommends appropriate office equipment.
107. Performs routine maintenance of office equipment.
108. Operates cash register.
109. Diagnoses equipment failure.
110. Repairs equipment.
111. Sets up recording or audiovisual equipment.
112. Operates recording or audiovisual equipment.
113. Operates microfilm equipment to record, locate, extract, and/or copy information.
114. Operates mailroom equipment.
115. Operates telecommunications equipment (for example, televideo conferencing, voice mail, conference calls, speed mail, FTS-2000).
116. Operates standard office equipment (for example, telephone, typewriter fax, photocopier, calculator).
117. Uses a keyboard to prepare letters or other documents.
118. Formats letters or other documents (for example, setting margins or line spacing).
119. Monitors an area, entrance, or building.
120. Physically controls aggressive or disruptive persons.
121. Talks with aggressive or disruptive persons.
122. Maintains security or confidentiality of records, equipment, or computer access.
123. Operates a personal computer or computer terminal.
124. Enters data into computer.
125. Monitors computer systems operations to make sure they run properly.
126. Detects computer problems.
127. Sets up computer equipment.
128. Repairs computer equipment.
129. Selects software.
130. Installs software.
131. Configures software.
132. Writes computer programs.
133. Tests computer programs.
134. Debugs computer programs.

135. Uses a computer to process and analyze data.
136. Uses a computer to develop mailing lists or make labels.
137. Uses a computer or word processor to create, edit, print, retrieve, or manipulate files.
138. Uses software to create charts, tables, or graphs.
139. Works with magnetic computer storage tapes.
140. Uses a computer for desktop publishing.
141. Creates and maintains a computerized record system.
142. Performs financial audits.
143. Approves requisitions or payments authorizations.
144. Makes bank deposits or withdrawals.
145. Receives or pays out money.
146. Maintains and processes payroll, including time sheets and attendance records.
147. Processes or records financial transactions or numerical information.
148. Processes vouchers or other financial documents
149. Fills out vouchers or other financial documents.
150. Monitors expenditures and cash flow.
151. Uses addition, subtraction, division, or multiplication.
152. Uses fractions, decimals, percentages, or averages.
153. Uses statistical formulas or methods.
154. Uses prescribed formulas, schedules, or procedures to calculate or check routine values/numbers.
155. Weighs, measures, or records weights or dimensions.
156. Responds to requests or complaints.
157. Determines appropriate services for clients or customers.
158. Follows up on requests or complaints.
159. Assists in obtaining forms.
160. Assists in completing forms.
161. Sells products or services.
162. Provides information about opportunities, services, or resources.
163. Provides job information.
164. Asks customers for suggestions or feedback on the performance or products or services.
165. Collects samples or specimens for laboratory testing.
166. Classifies samples or specimens for laboratory testing.
167. Labels samples or specimens for laboratory testing.
168. Stoops, bends and stretches to reach job-related materials.
169. Stands and/or walks for long periods of time.
170. Lifts and moves heavy objects.

Professional/Administrative Tasks

1. Develops paper filing, record or information tracking systems.
2. Collects, compiles, and organizes information.
3. Classifies or catalogs information, documents, computer tapes, books, or other items into meaningful groups.
4. Identifies specimens or objects (for example, artifacts, animals, minerals, art work).
5. Monitors, maintains, or updates data, records, or other information.
6. Adds, retrieves, or removes materials from a filing system.
7. Searches for and extracts information from files, documents, reports, publications, recordings, or other materials.
8. Writes down information from one document or record to another.
9. Records information.
10. Circulates and retrieves files or other materials.
11. Codes or decodes information or data.
12. Prepares information for entry into a database.
13. Controls the circulation of library materials.
14. Preserves archival records, artifacts, specimens, historical sites, etc.
15. Restores archival records, artifacts, specimens, historical sites, etc.
16. Develops methods or materials to obtain information.
17. Develops methods or materials to disseminate information.
18. Develops surveys.
19. Coordinates the administration of surveys to obtain information.
20. Questions, interviews, or confers with others to obtain or verify information.
21. Observes individuals, activities, or operations to obtain or verify information.
22. Conducts evaluations, examinations, or other fact-finding studies to obtain or verify information.
23. Designs or conducts analytical studies, cost-benefit analyses, or other research.
24. Analyzes or interprets data or other information.
25. Creates tables, charts, graphs, or diagrams to organize or show information.
26. Reviews reports, documents, records, data, or other materials to verify completeness, correctness, consistency, compliance, or authenticity.
27. Processes forms, records, documents or other materials.
28. Refers or assigns cases or claims to another person, office, or organization.
29. Dictates correspondence, reports, notes, or other documents.
30. Reads and understands nontechnical materials (for example, letters, memoranda, electronic mail, simple instructions).
31. Reads charts, graphs, diagrams, or tables.
32. Contacts others orally to obtain information.
33. Contacts others in writing to obtain information.
34. Notifies individuals or offices orally of decisions, problems, or further actions needed.

35. Notifies individuals or offices in writing of decisions, problems, or further actions needed.
36. Composes simple correspondence or other written work (for example, memoranda, form letters).
37. Composes complex correspondence or other written work (for example, manuals, books, management or technical reports, research or contract proposals).
38. Provides or disseminates information orally (for example, responds to inquiries concerning claims status, provides job information).
39. Provides or disseminates information in writing (for example, responds to questions concerning loan applications or to congressional inquiries).
40. Discusses results, problems, plans, suggestions, terms, or conditions with others.
41. Explains nontechnical information orally.
42. Explains nontechnical information in writing.
43. Explains technical or other complex information orally.
44. Explains technical or other complex information in writing.
45. Explains or justifies decisions, conclusions, findings, or recommendations.
46. Persuades others to take a particular course of action to accept findings, recommendations, changes, or alternative viewpoints.
47. Serves as a liaison between government personnel (inside and outside the organization), representatives of business and industry, trade and professional associations, the media, or the public.
48. Serves as a primary point of contact for a specific subject area.
49. Initiates and maintains contacts with individuals outside the organization.
50. Publicizes the organization's programs, policies, or procedures.
51. Presents information orally about work of the organization to others (for example, describes the organization's programs and services to individuals or groups in the community or to higher management).
52. Writes news articles, speeches, or press releases.
53. Writes or edits scripts (for example, scripts for radio, television, motion pictures).
54. Proofreads and edits letters or other documents for format or grammatical, spelling, or typographical errors.
55. Ensures documents conform to standards (for example, conform to the U.S. Government Printing Office Style Manual, Chicago Manual of Style).
56. Ensures that there is a logical arrangement of parts or information in correspondence, reports, articles, or other materials.
57. Prepares materials for publication (for example, determines layout and design of materials, selects illustrations, recommends methods of reproduction or binding).
58. Issues publications such as forms, orders, standards, or guidelines.
59. Reviews and updates publication or reports as needed.
60. Translates occupation-specific terminology (for example, computer, legal, or medical terminology) into language that is easily understood.

61. Translates orally between English and a foreign language or sign language.
62. Translates written materials between English and a foreign language.
63. Attends briefings, meetings, conferences, or hearings.
64. Participates in or represents the organization or clients at briefings, meetings, or conferences.
65. Serves on panels, committees, or task forces as a representative for the organization on technical or professional issues.
66. Facilitates group sessions (for example, group feedback sessions, focus groups).
67. Develops materials for briefings, meetings, or conferences.
68. Gives presentations or briefings.
69. Conducts or leads briefings, meetings, or conferences.
70. Reviews and analyzes forms, applications, documents, or other information to make determinations (for example, authorization, eligibility, or approval or denial of loans, claims entry documents, entitlements or requests for waivers).
71. Evaluates individuals or organizations to award contracts or grants.
72. Identifies needs or problems.
73. Recommends improvements or solutions to problems, or determines appropriate action.
74. Gives official approval or disapproval for actions, requests, or recommendations.
75. Makes improvements, solves problems, or takes corrective action when problems arise.
76. Negotiates contracts for services or supplies.
77. Negotiates with individuals or organizations to resolve conflicts, disputes, or grievances.
78. Negotiates bargaining union agreements.
79. Negotiates with others to reach an agreement, settlement, compliance, or a solution.
80. Acquires and maintains a working knowledge of relevant laws, regulations, policies, standards, or procedures.
81. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.
82. Develops, amends, or revises laws, regulations, policies, standards, or procedures.
83. Implements new or revised laws, regulations, policies, standards, or procedures.
84. Evaluates the impact (for example, costs or benefits) of changes to laws, regulations, policies, standards, or procedures.
85. Explains or provides guidance on laws, regulations, policies, standards, or procedures to management, personnel, or clients.
86. Evaluates, monitors, or ensures compliance with laws, regulations, policies, standards, or procedures.
87. Obtains necessary documentation, certification, or approval in support of actions (for example, obtains clearances or power of attorney).
88. Evaluates the effectiveness of laws, regulations, policies, standards, or procedures.

89. Resolves conflicts in laws, regulations, policies, standards, or procedures.
90. Promotes the establishment or use of organizational programs or practices (for example, safety practices, training or conservation programs).
91. Develops or modifies organizational programs (for example, health, safety, or environmental protection programs).
92. Develops, modifies, or provides input on plans, goals, or objectives for projects, programs, systems, or operations.
93. Establishes organizational strategies, goals, objectives, or priorities.
94. Ensures that activities, services, or products reflect organizational goals and objectives.
95. Implements operational, program, or project plans to meet objectives.
96. Determines resource requirements (for example, staffing, funding, equipment) based on program or project objectives or operational needs.
97. Allocates resources based on program or project objectives or operational requirements.
98. Implements, monitors, or maintains internal control system to ensure protection against fraud, waste and mismanagement.
99. Monitors programs, projects, operations, or activities.
100. Tracks the progress of work (for example, requisitions, claims, cases, legislation) through an established system.
101. Manages, leads, or administers programs, projects, operations, or activities.
102. Monitors contracts (includes administering, extending, modifying, or terminating contracts).
103. Evaluates the efficiency or effectiveness of organizational programs, projects, or operations.
104. Reads and understands technical or other complex materials required for the job.
105. Reviews and provides feedback on the content of complex information (for example, research or contract proposals, financial, technical, or management reports).
106. Keeps abreast of latest technology, information, research, etc., to maintain knowledge in field of expertise (for example, reads trade journals, participates in professional/technical associations).
107. Monitors current trends or events (for example, economic, political, social, agricultural, educational, or employment trends or events) and applies the information as appropriate.
108. Keeps abreast of key organizational activities, policies, priorities likely to affect operations or the program area.
109. Develops models or theoretical approaches.
110. Uses models or theoretical approaches in field of expertise (for example, mathematical or engineering models, economic or psychological theories).
111. Selects the proper tools, equipment, machinery, parts, computer equipment, or software to perform a work activity.
112. Provides technical advice in subject matter area to others.

113. Administers standardized assessment tools, including tests.
114. Interprets results of standardized assessment tools, including tests.
115. Counsels or provides guidance to individuals with specific needs (for example, career counseling, outplacement counseling, tax counseling, social services).
116. Provides psychological assessment, counseling or treatment.
117. Provides emergency mental health services.
118. Conducts diagnostic fitness or health evaluation.
119. Diagnoses medical conditions and recommends treatments.
120. Detects the presence of diseases for quarantine or immigration purposes.
121. Administers first aid, including CPR.
122. Conducts job analyses.
123. Develops sampling plans.
124. Classifies jobs.
125. Develops assessment tools (for example, written tests, training evaluations, oral examinations).
126. Validates selection instruments or procedures.
127. Designs training courses or develops instructional materials or activities.
128. Promotes trade or market expansion.
129. Conducts elections.
130. Administers oaths.
131. Designs forms.
132. Uses and interprets maps, navigational charts, or aerial photographs.
133. Uses technical drawings, specifications, or samples to produce objects, materials, or other products.
134. Prepares, revises, or updates map by hand.
135. Prepares, revises, or updates maps using automated technology.
136. Prepares specialized or technical drawings, sketches or illustrations by hand.
137. Prepares specialized or technical drawings, sketches, or illustrations using automated technology.
138. Prepares fragile or valuable objects (for example, artifacts, artwork) for transportation or storage.
139. Sets up exhibits (for example, hangs artwork).
140. Determines proper display of artifacts, specimens, artwork, merchandise, etc.
141. Develops interpretive materials (for example, captions) for natural, historical, or cultural programs, publications, or exhibits.
142. Demonstrates craft-making or other skills related to historical or cultural programs.
143. Conducts tours (for example, tours of facilities, museum, historical houses).
144. Searches for and collects items to add to a collection (for example, artifacts, artwork).
145. Takes or develops photographs.
146. Prepares audio, visual, or audio-visual presentations (for example, radio programs, films, videotapes).

147. Directs audio, visual, or audio-visual productions (for example, provides stage directions or cues).
148. Monitors or preserves the environment (for example, wildlife, land, air, water).
149. Handles, ships, stores, or disposes of hazardous materials.
150. Cleans up or contains spills of hazardous materials.
151. Conducts environmental impact analyses.
152. Fights fires.
153. Excavates or studies archaeological sites or artifacts.
154. Reads and records data obtained from technical or scientific instruments, or indicators.
155. Collects and prepares samples or specimens for laboratory testing.
156. Conducts laboratory tests.
157. Conducts quality checks or inspections to determine quality or condition.
158. Prepares and files legal pleadings or documents (for example, complaints, summonses, warrants, legal motions, extensions, tax liens, levies).
159. Testifies or presents evidence in court or at administrative proceedings.
160. Prepares cases or testimony for court or administrative proceedings.
161. Litigates in court or at administrative proceedings.
162. Hears or reviews grievances, charges, or testimony brought to court or to administrative proceedings.
163. Deals with individuals who are difficult, hostile, or distressed.
164. Designs or maintains telecommunications systems.
165. Performs underwater scuba dives.
166. Builds animal decoys.
167. Designs electrical, mechanical, or chemical products or systems.
168. Promotes or develops and maintains good working relationships with key individuals or groups.
169. Collaborates with others or works on teams to accomplish work-related activities.
170. Coordinates the activities of individuals inside or outside of the organization.
171. Motivates others (for example, subordinates, patients, clients, team members).
172. Reviews others' work (for example, peers, subordinates, contractors).
173. Informs supervisor or other official of issues or problems.
174. Attends classroom training, workshops, or seminars.
175. Participates in on-the-job training and developmental assignments.
176. Assesses educational, vocational, or training needs.
177. Conducts on-the-job training.
178. Instructs classes or conducts training sessions, workshops, or seminars.
179. Serves as a mentor to staff.
180. Serves as acting supervisor.
181. Schedules work assignments, sets priorities, and coordinates the work of staff.

182. Controls attendance and leave, including approval of sick and annual leave.
183. Provides guidance or counseling (for example, career or retirement counseling) to subordinates.
184. Provides career development opportunities for staff.
185. Provides technical supervision of program or project work.
186. Monitors others' work.
187. Develops position descriptions and performance standards.
188. Evaluates and provides feedback on others' performance.
189. Provides recognition and rewards for effective or outstanding performance.
190. Resolves complaints from employees.
191. Identifies potential problems in employee behavior or performance and takes appropriate action.
192. Recruits personnel.
193. Recruits people other than personnel (for example, students, volunteers, foster parents, mediators, clients).
194. Selects personnel.
195. Recommends personnel actions (for example, appointments, promotions, reassignments).
196. Communicates organizational strategies, goals, objectives, or priorities on a regular basis.
197. Solicits input or feedback from staff.
198. Operates standard office equipment other than computers (for example, telephone, typewriter, fax, photocopier, calculator).
199. Operates specialized equipment other than computers (for example, microfiche, cash register, radar, audio mixing equipment, oscilloscope).
200. Sets up or installs equipment or systems (for example, computers, security devices, telecommunications systems).
201. Analyzes space requirements, determines space allocations, or designs space layouts.
202. Develops or maintains supply catalogs.
203. Takes orders for services, supplies, or equipment.
204. Purchases or contracts for property, services, supplies, equipment, or other items.
205. Solicits proposals or bids for contracts or property.
206. Distributes supplies, equipment, or materials.
207. Maintains stock of supplies, equipment, or merchandise.
208. Conducts inventories of supplies, equipment, merchandise, property, or other materials.
209. Performs routine maintenance on equipment or vehicles.
210. Maintains or repairs facilities or property, including land.
211. Repairs equipment, other than computers.
212. Repairs vehicles.
213. Oversees or arranges for the maintenance or repair of equipment, facilities, or property, including land.
214. Appraises the value of property or materials.
215. Rents out or leases out property.

- 216. Sells property or arranges for the disposal of property, supplies, or records.
- 217. Carries and operates firearms.
- 218. Operates motor vehicles.
- 219. Operates boats.
- 220. Operates power driven equipment.
- 221. Builds or constructs structures or objects.
- 222. Controls and coordinates the movement of cargo, passengers, or air, land, or water vehicles through transportation systems.
- 223. Sets up camp.
- 224. Monitors security of an area, entrance, or building.
- 225. Conducts security or compliance inspections.
- 226. Maintains security of assets or confidentiality of information (for example, equipment, cash, computer access).
- 227. Preserves evidence or crime scenes.
- 228. Conducts searches or inspections of persons, baggage, vehicles, ships, aircraft, or other materials.
- 229. Inspects food.
- 230. Screens persons seeking entry into the country.
- 231. Protects the health, safety, privacy, or best interest of the public, clients, staff or others who may be at risk.
- 232. Issues summonses, warrants, or subpoenas.
- 233. Serves warnings, citations, summonses, warrants, or subpoenas.
- 234. Locates or ensures the presence of witnesses.
- 235. Recognizes individuals who are the subject of "wanted" or special attention notices, such as known criminals.
- 236. Performs policing functions (for example, arresting or detaining persons, or seizing contraband, property, or assets).
- 237. Conducts surveillance of persons or places, such as buildings or cars.
- 238. Conducts raids.
- 239. Conducts search and rescue missions.
- 240. Performs investigative work to obtain information, gather evidence, or verify facts (for example, conducts background checks or criminal investigations, investigates violations of environmental regulations).
- 241. Interviews persons to elicit sensitive information or information they are reluctant to volunteer.
- 242. Enters data or other information into computer.
- 243. Uses computer system or applications to access, create, edit, print, send, retrieve, or manipulate data, files, or other information.
- 244. Develops complex or large-scale computerized databases.
- 245. Uses a computer for desktop publishing.
- 246. Processes or analyzes data using computer systems or applications.
- 247. Writes or debugs computer programs.
- 248. Develops specifications for the design or modification of computer systems or applications.
- 249. Develops or modifies computer applications or software.
- 250. Creates or maintains documentation for computer systems, applications, programs, or databases.
- 251. Maintains computerized databases or information tracking systems.

252. Installs and configures software.
253. Repairs or upgrades computer hardware.
254. Diagnoses computer hardware, software, or system malfunctions or problems.
255. Designs computer hardware.
256. Designs or maintains computer networks.
257. Evaluates automated systems to ensure they are applied as designed or meet operational requirements.
258. Identifies methods for automating work processes.
259. Confers with users to evaluate effectiveness of, or identify the need for, computer programs or management systems.
260. Evaluates financial and credit risk factors involved in granting, guaranteeing, or insuring loans or awarding contracts.
261. Determines rents, rates, costs, or fees to charge others.
262. Assesses duties, taxes, or other monies owed to the organization.
263. Arranges payment plans for monies owed to the organization.
264. Collects monies (for example, taxes, fees money owed).
265. Develops short- or long-term financing plans, or identifies funding sources.
266. Forecasts money, material, or staffing needs.
267. Prepares budget or cost estimates for own organization or for projects or activities.
268. Prepares budget requests or justifications for funding.
269. Presents budget estimates or requests to higher management
270. Reviews and approves, disapproves, or adjusts funding requests.
271. Performs budget administration duties.
272. Authorizes or schedules payment of monies.
273. Processes or records financial transactions or information.
274. Prepares vouchers or other routine financial documents.
275. Prepares complex financial statements or reports.
276. Monitors budgets, including expenditures or cash flow.
277. Identifies accounting errors and reconciles accounts other financial records.
278. Performs various account servicing duties (for example, monitors accounts, adjusts delinquent loan accounts, administers trust funds).
279. Prepares or examines tax returns.
280. Conducts financial audits.
281. Determines compliance with accounting and auditing requirements.
282. Analyzes or interpret financial information.
283. Counsels or advises others on financial matters.
284. Uses addition, subtraction, division, or multiplication.
285. Uses fractions, decimals, percentages, or averages.
286. Uses prescribed formulas, schedules, tables, or procedures to calculate or check values or numbers
287. Determines which mathematical or statistical formulas or methods to use.
288. Uses mathematical or statistical formulas or methods.
289. Weighs or measure objects or materials.
290. Types materials.

291. Makes copies, collates, or binds materials.
292. Completes forms, documents, or routine reports.
293. Verifies accuracy of data and reconciles errors or inconsistencies.
294. Prepares outgoing mail.
295. Makes arrangements for freight services (for example, aircraft, rail, boat, or material-handling equipment).
296. Schedule meetings, appointments, activities, etc. (for example, schedules interviews, training sessions, product distribution).
297. Receives office telephone calls or visitors.
298. Admits clients/patients into programs (for example, obtains patient's history, fills child care vacancies).
299. Makes logistical arrangements for meetings, local transportation, travel, tours, social events, etc.
300. Plans and coordinates briefings, meetings, conferences, or other events (for example, identifies speakers, coordinates registration).
301. Escorts visitors to meetings or special functions.
302. Takes notes at meetings and prepares minutes.
303. Travels to other locations to perform own duties.
304. Determines appropriate products or services for clients or customers.
305. Directs individuals, problems, questions, or complaints to the proper person or place.
306. Responds to requests or resolves complaints from customers.
307. Follows up on requests or complaints.
308. Provides information about opportunities, services, or resources.
309. Assists in completing forms.
310. Sells or promotes product or services.
311. Displays merchandise.
312. Asks customers for suggestions or feedback on the performance of products or services.
313. Modifies products or services based on suggestions or feedback from customers.
314. Participates in physical fitness training programs to maintain required fitness level.
315. Stoops, bends, or stretches to reach job-related materials.
316. Stands or walks for long periods of time.
317. Lifts or moves heavy objects.

Managerial Tasks

1. Establish organizational objectives to provide direction for assignment of resources.
2. Set deadlines for project completion.
3. Direct or interpret broad policies and guidelines for program planning and development.
4. Implement program plans to meet objectives.
5. Work with clients to identify their expectations.
6. Establish program planning activities to develop fiscal year operating agenda.
7. Establish long-range plans for the organization.
8. Work with different parts of the organization to develop operational plans.
9. Examine current economic, political, and social trends and apply the information to policy development.
10. Take corrective action when problem arise.
11. Anticipate the needs of clients.
12. Develop strategies with contingency plan to implement goals.
13. Seek opportunities to move the organization toward future goals.
14. Review strategic plans on a regular basis and integrate into program and policy plans.
15. Interpret broad policies and guidelines for program execution.
16. Work with clients to set standards for services and products.
17. Adjust work schedules to meet changing priorities.
18. Take calculated risks to move programs forward.
19. Implement new or revised programs and policies.
20. Identify and use power sources to facilitate goal attainment.
21. Analyze diverse viewpoints to make planning decisions and solve work problems.
22. Establish a balance among competing objectives to accomplish overall organizational goals.
23. Plan for acquisition of equipment, facilities, supplies, or services.
24. Determine specific projects or actions to accomplish the goals of the organization.
25. Establish policies or guidelines for program areas.
26. Encourage regular communication with clients to ensure their needs are met.
27. Assess the various aspects of a problem.
28. Ask questions to clarify issues.
29. Resolve problems and reach a workable solution among parties.
30. Make decisions for the agency.
31. Stress innovation as a means to move the organization forward.
32. Obtain relevant information before making a decision.
33. Involve relevant people in decision-making.
34. Integrate client expectations into the delivery process or products.
35. Evaluate program performance and project accomplishment to assess overall program effectiveness and efficiency.
36. Review programs for conformance with existing policies.
37. Keep abreast of the organization's performance and effectiveness.

38. Use client feedback system to evaluate delivery of services.
39. Analyze potential organization problems or changing situations.
40. Monitor programs to identify problems.
41. Review and make recommendations on revisions of regulations, or laws affecting programs.
42. Review and make recommendations on revisions of regulations, or laws effecting programs.
43. Establish a business strategy with a customer and market focus.
44. Develop procedures for evaluating work products.
45. Establish networks with key individuals or groups.
46. Make oral presentation to higher management or outside organizations.
47. Communicate the organization's vision and mission to staff.
48. Communicate the organization's vision and mission to persons outside the agency.
49. Inform subordinates about developments and their impact on organizational activities.
50. Act as liaison between workers and management to facilitate organizational process.
51. Negotiate with internal and external groups to facilitate program implementation.
52. Initiate and maintain contact with high-level, in-house officials.
53. Initiate and maintain contact with persons outside the agency.
54. Obtain support from superiors before taking critical action.
55. Present budget requests to higher management.
56. Participate in professional associations.
57. Gain support of key individuals to ensure goal accomplishment.
58. Inform the public about organizational program goals and accomplishments.
59. Market work plans to higher management to gain their support.
60. Justify program objectives and required allocations to management.
61. Respond to inquiries and requests from outside the organization.
62. Foster consensus building with subordinates.
63. Foster consensus building with peers.
64. Foster consensus building with superiors.
65. Serve as corporate representative in outside meeting or activities.
66. Model high standards of honesty and integrity.
67. Explain and defend management's policies or practices.
68. Inform higher-level management of program development.
69. Conduct briefings or other meetings.
70. Encourage communication and input from employees.
71. Coordinate activities with other organizations within the agency to accomplish work.
72. Meet with interest groups or general public to obtain their views on program initiatives.
73. Present cost/benefit estimates of projects or programs to higher management.
74. Explain significant goals, activities, policies, and procedures to subordinates.
75. Communicate organizational mission to employees on a regular basis.

76. Review and comment on draft documents from other organizations.
77. Recommends solutions to critical or sensitive problems.
78. Keeps abreast of key agency policies and priorities likely to affect the program area.
79. Ensure that organization's activities, services, or products reflect higher management policies.
80. Maintain a high level of professional expertise.
81. Invest time and energy in self-development and growth.
82. Maintain communication network with others for self-learning growth.
83. Discuss management practices with staff.
84. Provide a means for regular contact and feedback from clients.
85. Encourage staff to take innovative approaches to problem solving.
86. Provide employee coaching and counseling for career development.
87. Establish organizational procedures and policies that empower subordinates.
88. Provide regular guidance to subordinates.
89. Give subordinates substantial authority and discretion to carry out work activity and make decisions.
90. Provide recognition and rewards for effective performance.
91. Match subordinate interests and abilities with the job.
92. Provide career growth opportunities for staff.
93. Assist individual workers with job-related problems.
94. Help employees to improve their job performance.
95. Prepare staffing plans with projected number and type of staff needed.
96. Prepare position descriptions and performance elements and standards.
97. Recruit individuals with qualifications identified in staffing plans.
98. Conduct formal performance appraisals.
99. Implement workforce diversity training programs for self and subordinates.
100. Conduct selection interview for making hiring decisions.
101. Promote teamwork within the organization.
102. Schedule work assignments, set priorities, and direct work of the staff.
103. Establish or implement programs dealing with workforce diversity issues.
104. Identify potential problems in employee behavior and take appropriate action.
105. Make decisions on significant personnel actions.
106. Advise employees of their performance standards and keep them informed individually of their performance.
107. Provide opportunities for a diverse workforce.
108. Carry out disciplinary actions such as warnings and reprimands.
109. Control attendance and leave, including approval of sick and annual leave.
110. Resolve complaints from employees.
111. Monitor status of funds, ceilings, and travel.
112. Promote safety in the workplace.
113. Deal with representatives of bargaining unit on matters involving employees.
114. Establish team or group achievement awards.
115. Involve staff in developing organizational plans.
116. Motivate subordinates and peers toward future goals.

117. Create an organizational environment that encourages staff to stay current and informed about new automation or other technology.
118. Provide information to employees to ensure they know how and when to integrate automation or other technology into their jobs.
119. Train employees to know how and when to use automation or other technology and related equipment.
120. Train employees in client interaction techniques.
121. Monitor and evaluate employee work products.
122. Create a work environment where individuals are treated fairly.
123. Establish an environment that encourages innovation.
124. Empower employees nearest the data with authority and responsibility to make decisions.
125. Identify the required core competencies for the organization.
126. Monitor application of automation or other technology for utility in meeting operational requirements.
127. Determine resource requirements to allocate funds to projects.
128. Determine program or project priorities to allocate resources.
129. Direct activities in preparing the budget.
130. Approve changes in funding.
131. Match organizational needs with evolving automation or other technology.
132. Carry out internal control responsibilities of the Federal Manager's Financial Integrity Act.
133. Participate in planning and managing budget systems.
134. Forecast future expenditures.
135. Project long-term budget requirements.
136. Implement the budget management policy of the agency's chief financial officer.
137. Conduct periodic assessment of internal control program management under the federal manager's Financial Integrity Act.
138. Develop internal budget systems and processes to meet guidelines and regulations.
139. Estimate the costs of resource requirements.
140. Prepare budgets for own organization or for projects and activities.
141. Calculate costs of delivered programs/services.
142. Adjust work/action plans as a result of budget changes.
143. Monitor resources for allocation of funds.
144. Certify invoices for payment.
145. Confirm receipt and acceptance of goods and services against contract terms.
146. Use automation or other technology to improve delivery of services.
147. Use automation or other technology to improve delivery of services.
148. Explore new work methods, system, or decision-making using automation or other technology.
149. Review internal control systems for compliance against established procedures and standards.
150. Maintain internal control systems to ensure protection against fraud, waste, and mismanagement.
151. Authorize expenditure of funds.